

CHAPTER I

INTRODUCTION

A. Background of the Study

Mastering English is important in our modern society and global area. Human being needs communication to fulfill their needs in their life. People can communicate in written and oral form. They communicate and interact one and another using language in spoken and oral form in daily life. English language as a language for science and technology also becomes an instrument for everyone to broaden and to move beyond particular boundaries.

In learning English language, there are four skills which are important to learn, namely listening, speaking, reading, and writing. Those skills are supported by some components such as vocabulary, grammar, pronunciations, etc. and all of the skills should be mastered by the learners through learning. Harmer (1990:16) states that in the most general way we can identify four major skills: *listening and understanding, speaking, reading and understanding* and *writing*. Speaking and writing are obviously skills and involve some kind of production on the language user is receiving written or spoken language.

According Hymes (1972) in Fauziati Endang (2010:15) teaching of speaking skill has become central in foreign language classrooms. The goal of teaching speaking skills is communicative efficiency. This means that all learners

should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. Speaking is central of communication and to make it fluency, learners have to practice it everywhere and with the others.

It means that in all of teaching foreign language class, speaking is one of skill that must be practice. Foreign learner must practice to speak the language as often as they can.

In the speaking class, student's ability in speaking must be supported by classroom management and strategic in teaching speaking. The goal of teaching speaking is the student can speak communicatively, because it is not only about accuracy, but it's about fluency. According to Brown (1994:29) communicative competence is the goal of a language classroom, then instruction needs to point toward all of its components: organizational, pragmatic, strategic, and psychomotor. Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and context, and to students' eventual need to apply classroom learning to heretofore unrehearsed contexts in the real world.

Communication in classroom is very important in teaching-learning process to get the goal of learning. It's not only accuracy, but also fluency to make good communication in teaching-learning process. Student also needs to apply speaking English in classroom learning for that reason it's a habitual. And the goal of teaching speaking is got by learning.

In learning, learner will be changed to the better people in all of learner's activities; all of activities seem like easier than before. Learning is also like a fashion to make the learner safety. And it is the result of learning by practice or other form of experience. According Shuell (1986) in Anwar (http://www.authorstream.com/Presentation/dr.nadeem-271175-learning_theories-education-ppt-powerpoint/). Learning is an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience. It means that learning changing a people to be the better human who can be spoke like wearing fashion.

Learning can helps people learn how to make a decision, learning also gives a helping to do something like a guiding in the world. According Rubin (1975) in Fauziati (2012:149) such studies aimed at investigating the feasibility of helping students become more effective language learners by teaching them some of the language learning strategy (LLS) that descriptive studies have identified as characteristics of the "good language learner".

In English class, speaking teaching–learning process is one of subject which interesting to observe. In this opportunity, the researcher is interested to do the research in SMAN 2 Sukoharjo. It is because SMAN 2 Sukoharjo has many students that learn English especially in speaking English. The researcher wants to know the process of the English speaking teaching–learning process (which consist of teaching technique which used by the teacher, material which used, media and teacher evaluation), problem faced by the teacher and learner and the solution to overcome the problem. From the description above, the researcher interested in

carrying out the study on **A Descriptive Study on Speaking Teaching- Learning Process at the Second Year of SMAN 2 Sukoharjo.**

B. Problem of the Study

Based on this background of the study, the writer raises for subsidiary research question as follows:

1. How is English speaking teaching-learning process at the second year of SMAN 2 Sukoharjo which consist of;
 - a. What is the teaching technique implemented by the teacher in speaking teaching-learning process?
 - b. What is the material used by the teacher in speaking teaching-learning process?
 - c. What is the media used in speaking teaching-learning process?
 - d. How could teacher evaluate the speaking teaching-learning process?
2. What problems are faced by the students in learning speaking in the second year of SMAN 2 Sukoharjo?
3. What problems are faced by the teacher in teaching speaking in the second year of SMAN 2 Sukoharjo?
4. What are strategies used by the teacher to overcome the problems faced by the student and the teacher?

C. Objective of the Study

The objectives of the study are:

1. To describe the speaking Teaching–learning process at the second year of SMAN 2 Sukoharjo which consists of;
 - a. To describe the teaching technique which used by the teacher in speaking teaching-learning process?
 - b. To describe the material which used by the teacher in speaking teaching-learning process?
 - c. To describe the media which used in speaking teaching-learning process?
 - d. To describe the teacher evaluate in the speaking teaching-learning process?
2. To describe problems faced by the learners at the second year of SMAN 2 Sukoharjo.
3. To describe problems faced by the teacher at the second year of SMAN 2 Sukoharjo.
4. To find some strategies used by the teacher in teaching speaking problems.

D. Limitation of the Study

The writer limits the study on the teaching - learning process in the speaking class at the second year of SMAN 2 Sukoharjo (consist of teaching technique in speaking teaching-learning process, material which is used in teaching speaking, the media which used in teaching speaking, and the evaluation the

teaching speaking by the teacher), problem faced by the teacher and students in speaking class and problem solving used by the teacher in the speaking class.

E. Benefit of the Study

There are two benefits of the study; they are theoretical benefit and practical benefit;

1. Theoretical Benefit

The researcher hopes that this research as one as of references for another researchers who conduct with this study.

2. Practical Benefit

a. For the teacher

The result of the research can be useful for English teacher in giving additional input in English speaking class.

b. For the reader and researcher

They will get more knowledge and information about descriptive study on teacher – learner in English speaking class.

c. For the teacher and learner

The result of the research helps the English teacher and learner to solve the problem in the interaction especially in teaching and learning speaking.

F. Research Paper Organization

In order to make easy to follow, the researcher organizes the research paper into 5 chapters;

Chapter I is introduction which consists of background of the study, problem of the study, limitation of the study, objective of the study, benefit of the study and research paper organization.

Chapter II is review of related literature, which elaborates the previous study, notion of speaking, and theoretical review.

Chapter III is research method which deals with type of research, object of the study, subject of the study, data and data source, method to collecting data and technique for analyzing data.

Chapter IV is research finding and discussion. It discusses of research finding and interaction analysis.

Chapter V is presenting the conclusion and suggestion about the speaking teaching–learning process class at the second year of SMAN 2 Sukoharjo.